

[BACK TO TOP ↑](#)

## Special Programs Mountain View High School, 2003-04

	School		District
	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	754	40.2%	30.1%
Free/Reduced Price Meals <sup>1</sup>	1,449	77.3%	66.1%
CalWORKs <sup>2</sup>	245	13.1%	11.0%
Compensatory Education	762	40.7%	63.6%
Title I	Yes	N/A	N/A

<sup>1</sup> [Explanation](#) of enrollment calculation for Free/Reduced Price Meals.

<sup>2</sup> California Work Opportunity and Responsibility to Kids (formerly AFDC through 1997-98)

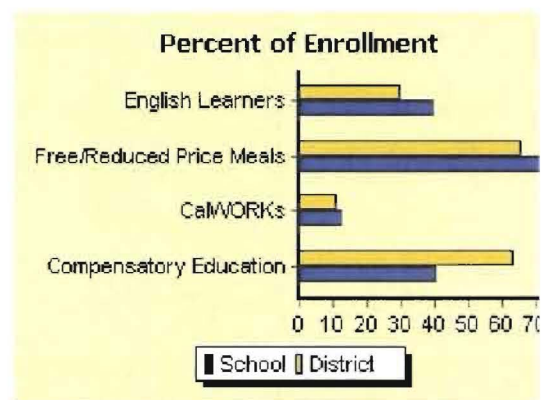
**Note:** To protect privacy, data is not reported for schools with 5 or fewer students.

ALSO SEE [Special Programs definitions](#)

ALSO SEE [Pop-trends](#) 

**Source:** Educational Demographics Office, Language Census (elsch04 9/1/04); School Fiscal Services Division (afdc2003 1/27/05); School Improvement Division (T1swp 11/5/04); School & District Accountability Division (T1y0304 11/8/04)

Numerous special programs serve students who meet certain criteria. Assistance is provided in different ways, such as a home meal during the school day or extra instructional time. Participation may vary from year to year depending on student enrollment. Special Education is another specialized program that serves the unique needs of students with disabilities. For more information about Special Education, visit [DataQuest](#) and the [CDE Special Education Division](#).




[BACK TO TOP ↑](#)

English Learners Mountain View High School, 2003-04			
	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	754	40.2%	N/A
Fluent-English- Proficient (FEP) Students			N/A
ELs Redesignated Fluent-English- Proficient (RFEP) Since Prior Year		N/A	
Source: California Department of Education, Educational Demographics Office (language census, elsch04 10/28/04)			

About a quarter of California's public school students need to learn English in order to succeed in school. The percentages are highest in the early grades--almost 40% kindergartners were English learners in 2009-10.

Students are identified as English learners until they achieve district-specified scores on state achievement tests and meet other academic criteria. At that point, the district labels the student as RFEP. The FEP category includes both RFEP students and students whose primary language is not English but who scored high enough on the state test of English proficiency to be considered "initially fluent English proficient" (IFEP).

[BACK TO TOP ↑](#)

Languages of English Learner Students Mountain View High School, 2003-04		
	Number of Students	Percent of Enrollment
Spanish	716	38.2%
Vietnamese	15	0.8%
Mandarin (Putonghua)	11	0.6%
Cantonese	7	0.4%
Khmer (Cambodian)	2	0.1%
All Other	3	0.2%
<b>Total</b>	<b>754</b>	<b>40.2%</b>
<a href="#">ALSO SEE ► EL Student definitions</a> <a href="#">ALSO SEE ► Pop-trends </a>		
<b>Source:</b> California Department of Education, Educational Demographics Office (language census, elsch04 10/28/04)		

About a quarter of California's public school students need to learn English in order to succeed in school. The percentages are highest in the early grades -- nearly 36% of K-3 children in 2003-04. Of the many dozens of languages in classrooms, by far the greatest number of English learners speak Spanish.

A grade-by-grade list of the languages reported in California schools is at [DataQuest](#).

[BACK TO TOP ↑](#)

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### High School Performance

You can now see data on dropouts, graduates, graduates with UC/CSU course requirements, an average SAT score on the High School Performance tab of the Accountability report. Additional information about high school students is available from the California Department of Education High School Exit Exam results and full STAR testing data.

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**Ed-Data** 

Education Data Partnership

Comments to [ed-data@cde.ca.gov](mailto:ed-data@cde.ca.gov).

Questions about the data files?

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Revised March 15, 2011.

## School Reports

Use the pull-down menus to find a wealth of demographic and performance data.

Tools



<b>Select Report</b>	Profile of School	<b>County</b>	Los Angeles
<b>Year</b>	2003-04	<b>District</b>	El Monte Union High
		<b>School</b>	Rosemead High

[General Information](#)

**Students**

[Staffing](#)

### School Profile • FISCAL YEAR: 2003-04

#### Rosemead High School

[9063 E. Mission Dr.](#)

Rosemead, CA 91770-4411

Phone (626) 286-3141

CDS: 19 - 64519 - 1937481

[District Web Site](#)

[Questions about the data?](#)

#### This page includes:

- [Students by Ethnicity](#)
- [English Learners](#)
- [Special Programs](#)
- [Languages of English Learner Students](#)

#### Related links:

- [AYP/API Reports](#)
- [Compare Schools](#)
- [Definitions](#)

This site reports data for California's K-12 public school system only.

After steadily increasing for more than 15 years, enrollment in California schools is leveling off and even declining in some areas.

The percentage of Hispanic students continues to grow while the percentages of African-American and white students have declined. Remaining fairly constant is the percentage of students of Asian, Pacific Islander, and Philippine descent.

A continuing trend is the increase in the percentage of students with special needs and English learners.



# Students by Ethnicity Rosemead High School, 2003-04

	School		District
	Enrollment	Percent of Total	Percent of Total
American Indian	2	0.1%	0.1%
Asian	723	36.1%	16.9%
Pacific Islander	5	0.2%	0.2%
Filipino	41	2.0%	1.1%
Hispanic	1,083	54.1%	77.0%
African American	19	0.9%	0.6%
White	129	6.4%	4.1%
Multiple/No Response	0	0.0%	0.0%
Total	2,002	100%	100%

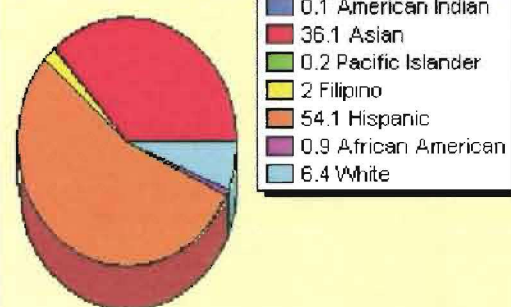
**Note:** Rosemead High's [Ethnic Diversity Index](#) is 42.

**ALSO SEE:** [Students by Ethnicity definitions](#)

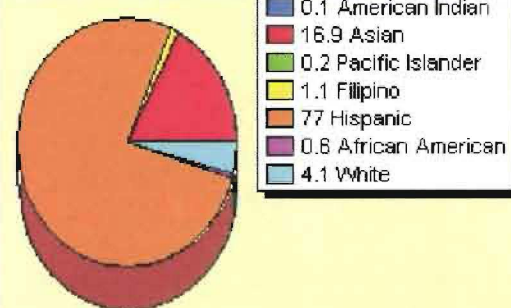
**ALSO SEE:** [Pop-trends](#) 


**Source:** California Department of Education, Educational Demographics Office (CBEDS, sifade03 4/26/04)

School Enrollment

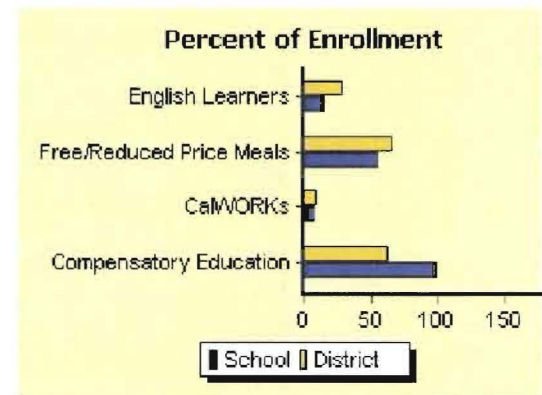


District Enrollment



<b>Special Programs</b> <b>Rosemead High School, 2003-04</b>			
	School		District
	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	337	16.8%	30.1%
Free/Reduced Price Meals <sup>1</sup>	1,137	57.1%	66.1%
CalWORKs <sup>2</sup>	192	9.6%	11.0%
Compensatory Education	2,001	100.0%	63.6%
Title I	Yes, Schoolwide Plan	N/A	N/A
<sup>1</sup> <a href="#">Explanation</a> of enrollment calculation for Free/Reduced Price Meals. <sup>2</sup> California Work Opportunity and Responsibility to Kids (formerly AFDC through 1997-98)			
<b>Note:</b> To protect privacy, data is not reported for schools with 5 or fewer students. <b>ALSO SEE:</b> <a href="#">Special Programs definitions</a> <b>ALSO SEE:</b> <a href="#">Pop-trends</a> 			
<b>Source:</b> Educational Demographics Office, Language Census (elsch04 9/1/04); School Fiscal Services Division (afdc2003 1/27/05); School Improvement Division (T1swp 11/5/04); School & District Accountability Division (T1y0304 11/8/04)			

Numerous special programs serve students who meet certain criteria. Assistance is provided in different ways, such as a home meal during the school day or extra instructional time. Participation may vary from year to year depending on student enrollment. Special Education is another specialized program that serves the unique needs of students with disabilities. For more information about Special Education, visit [DataQuest](#) and the [CDE Special Education Division](#).




**BACK TO TOP ↑**

English Learners Rosemead High School, 2003-04			
	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	337	16.8%	N/A
Fluent-English- Proficient (FEP) Students			N/A
ELs Redesignated Fluent-English- Proficient (RFEP) Since Prior Year		N/A	
Source: California Department of Education, Educational Demographics Office (language census, elsch04 10/28/04)			

About a quarter of California's public school students need to learn English in order to succeed in school. The percentages are highest in the early grades--almost 40% kindergartners were English learners in 2009-10.

Students are identified as English learners until they achieve district-specified scores on state achievement tests and meet other academic criteria. At that point, the district labels the student as RFEP. The FEP category includes both RFEP students and students whose primary language is not English but who scored high enough on the state test of English proficiency to be considered "initially fluent English proficient" (IFEP).

[BACK TO TOP ↑](#)

Languages of English Learner Students Rosemead High School, 2003-04		
	Number of Students	Percent of Enrollment
Spanish	195	9.7%
Vietnamese	51	2.5%
Cantonese	44	2.2%
Mandarin (Putonghua)	20	1.0%
Khmer (Cambodian)	6	0.3%
All Other	21	1.0%
Total	337	16.8%
<a href="#">ALSO SEE ► EL Student definitions</a>		
<a href="#">ALSO SEE ► Pop-trends </a>		
<b>Source:</b> California Department of Education, Educational Demographics Office (language census, elsch04 10/28/04)		

About a quarter of California's public school students need to learn English in order to succeed in school. The percentages are highest in the early grades -- nearly 36% of K-3 children in 2003-04. Of the many dozens of languages in classrooms, by far the greatest number of English learners speak Spanish.

A grade-by-grade list of the languages reported in California schools is at [DataQuest](#).

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### High School Performance

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## School Reports

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Tools



<b>Select Report</b>	Profile of School	<b>County</b>	Los Angeles
<b>Year</b>	2003-04	<b>District</b>	El Monte Union High
		<b>School</b>	South El Monte High

[General Information](#)

**Students**

[Staffing](#)

### School Profile • FISCAL YEAR: 2003-04

**South El Monte High School**  
[1001 Durfee Ave.](#)  
South El Monte, CA 91733-4409  
Phone (626) 442-0218  
CDS: 19 - 64519 - 1995661  
[District Web Site](#)

[Questions about the data?](#)

#### This page includes:

- [Students by Ethnicity](#)
- [English Learners](#)
- [Special Programs](#)
- [Languages of English Learner Students](#)

#### Related links:

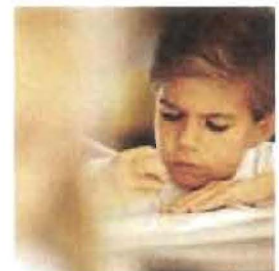
- [AYP/API Reports](#)
- [Compare Schools](#)
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After steadily increasing for more than 15 years, enrollment in California schools is leveling off and even declining in some areas.

The percentage of Hispanic students continues to grow while the percentages of African-American and white students have declined. Remaining fairly constant is the percentage of students of Asian, Pacific Islander, and Philippine descent.

A continuing trend is the increase in the percentage of students with special needs and English learners.



# Students by Ethnicity South El Monte High School, 2003-04

	School		District
	Enrollment	Percent of Total	Percent of Total
American Indian	1	0.1%	0.1%
Asian	73	5.1%	16.9%
Pacific Islander	3	0.2%	0.2%
Filipino	4	0.3%	1.1%
Hispanic	1,327	92.0%	77.0%
African American	6	0.4%	0.6%
White	29	2.0%	4.1%
Multiple/No Response	0	0.0%	0.0%
<b>Total</b>	<b>1,443</b>	<b>100%</b>	<b>100%</b>

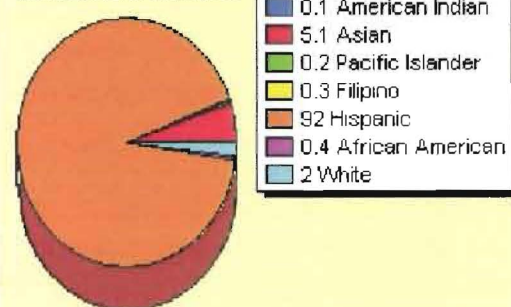
**Note:** South El Monte High's [Ethnic Diversity Index](#) is 9.

ALSO SEE [Students by Ethnicity definitions](#)

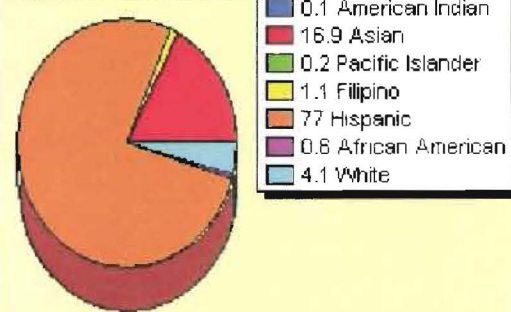
ALSO SEE [Pop-trends](#) 

**Source:** California Department of Education, Educational Demographics Office (CBEDS, sifade03 4/26/04)


School Enrollment



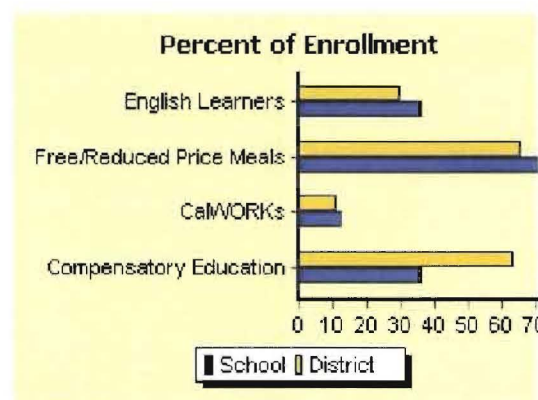
District Enrollment



[BACK TO TOP ↑](#)

<b>Special Programs</b> <b>South El Monte High School, 2003-04</b>			
	School		District
	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	528	36.6%	30.1%
Free/Reduced Price Meals <sup>1</sup>	1,084	75.1%	66.1%
CalWORKs <sup>2</sup>	186	12.9%	11.0%
Compensatory Education	524	36.3%	63.6%
Title I	Yes	N/A	N/A
<sup>1</sup> <a href="#">Explanation</a> of enrollment calculation for Free/Reduced Price Meals. <sup>2</sup> California Work Opportunity and Responsibility to Kids (formerly AFDC through 1997-98)			
<b>Note:</b> To protect privacy, data is not reported for schools with 5 or fewer students. <b>ALSO SEE ▶</b> <a href="#">Special Programs definitions</a> <b>ALSO SEE ▶</b> <a href="#">Pop-trends</a> 			
<b>Source:</b> Educational Demographics Office, Language Census (elsch04 9/1/04); School Fiscal Services Division (afdc2003 1/27/05); School Improvement Division (T1swp 11/5/04); School & District Accountability Division (T1y0304 11/8/04)			

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English Learners South El Monte High School, 2003-04			
	Number of Students	Percent of Enrollment	Percent of Prior Year's Enrollment
English Learners (ELs)	528	36.6%	N/A
Fluent-English- Proficient (FEP) Students			N/A
ELs Redesignated Fluent-English- Proficient (RFEP) Since Prior Year		N/A	
Source: California Department of Education, Educational Demographics Office (language census, elsch04 10/28/04)			

About a quarter of California's public school students need to learn English in order to succeed in school. The percentages are highest in the early grades--almost 40% kindergartners were English learners in 2009-10.

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[BACK TO TOP ↑](#)

Languages of English Learner Students South El Monte High School, 2003-04		
	Number of Students	Percent of Enrollment
Spanish	496	34.4%
Vietnamese	9	0.6%
Cantonese	8	0.6%
Burmese	2	0.1%
Khmer (Cambodian)	1	0.1%
All Other	12	0.8%
<b>Total</b>	<b>528</b>	<b>36.6%</b>
<small>ALSO SEE ►</small> <a href="#">EL Student definitions</a> <small>ALSO SEE ►</small> <a href="#">Pop-trends</a> 		
<b>Source:</b> California Department of Education, Educational Demographics Office (language census, elsch04 10/28/04)		

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[BACK TO TOP ↑](#)

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Revised March 15, 2011.

## **POLICY STATEMENT ADDENDUM**

### **for Provision 1, 2, and/or 3 Claiming Alternatives**

Agreement Number:	1964510000000001
School/Agency Name:	El Monte Union High School District
Street Address, City, Zip Code:	8537 Johnson Avenue, El Monte, CA 91731

Operating under the claiming alternative(s) identified herein, this addendum amends our policy statement to reflect current practices for schools participating in Provision 1, Provision 2, and/or Provision 3, and incorporates by reference all provisions of and procedures described in the original Policy Statement for Free and Reduced Price Meals.

During the base year, the school/agency will:

- Provide meals to all enrolled students (check all that apply):
  - ☒ **Provision 2** - Free of charge.
  - ☐ **Provision 3** - Free of charge.
  - ☐ **Provision 1 or Provision 3** - At the fee(s) listed on the Annual Participation Statement (APS).
- Send a household letter and meal eligibility application to parents of all enrolled children (7CFR Part 245.5 and 245.6).
- Issue an annual public media release, notifying families of the availability of the National School Lunch and/or School Breakfast Program(s) (7CFR 245.5).
- Complete the verification process of free and reduced-price eligibility applications.
- Take daily point of service counts at each site to determine the number of free, reduced-price, and paid (full price) meals served to children.
- Submit a monthly "Claim for Reimbursement" with the meal count data compiled from all sites.
- Maintain base year documentation of participation data, approved/denied free and reduced-price applications, direct certification data, verification records, and socioeconomic data used to request extensions for three years beyond submission of the final Claim for Reimbursement for the fiscal year to which the records pertain, and make the information available for review during a Coordinated Review Effort (CRE). If there are audit findings during a CRE or technical assistance visit, the records must be retained beyond the three-year period as long as required for resolution.
- Pay for the difference between the cost of all meals served and the federal reimbursement with funds from sources other than federal funds.
- Allow any site to return to standard notification and application procedures at any time if standard procedures better suit the school's program needs.

In subsequent years, the school/agency will (check all that apply):

- Provide meals to all enrolled students (check all that apply):
  - ☐ **Provision 1** - At the fee(s) listed on the APS.
  - ☒ **Provision 2 and Provision 3** - Free of charge.
- Check one:
  - ☐ **Provision 1** - Publicly notify and determine eligibility for children determined to be reduced price and full price during the base year.
  - ☒ **Provision 2 or Provision 3** - Not collect eligibility for any child, new or returning.
- Issue an annual public media release to notify households of availability of the National School Lunch and/or School Breakfast Program.
- Take daily point of service meal counts at each site to determine the number of meals served as the basis for monthly reimbursement claims.
- Submit a monthly "Claim for Reimbursement" based on (check all that apply):
  - ☐ **Provision 1** - The actual total meal count by category.
  - ☒ **Provision 2** - The actual total meal count, multiplied by the meal count percentages by eligibility category for the corresponding month during the base year.
  - ☐ **Provision 3** - The number of meals claimed during the corresponding month of the base year, adjusted on October 31 each year for changes in enrollment.

At the end of the initial Provision 2 or Provision 3 cycle, the school/agency will:

- Notify State of return to standard claiming practices;
- Request approval to implement a new Provision cycle; or
- Request approval to extend existing Provision 2 or 3 base year data for an additional four years. Sponsor must submit Provision Extension Request form prior to the end of the existing Provision cycle. \_\_\_\_\_

**(Check all that apply)**

**☐ PROVISION 3**

Agreement Number:	1964519000000001
School/Agency Name:	El Monte Union High School District
Street Address, City, Zip Code:	3537 Johnson Avenue, El Monte, California 91731

[illegible]



[illegible]

**Signature of School/Agency Official**

Date \_\_\_\_\_

03/28/03

Printed Name and Title of School/Agency Official

Telephone No. \_\_\_\_\_

Julie Garcia, Director of Food Service

(626) 258-5771

**Contact Person (if other than School/Agency Official)**

Telephone No. \_\_\_\_\_

( )

Signature of CDC Official, Field Representative for School Nutrition Programs

Date \_\_\_\_\_

CNC - Victoria Viviano

**For CDE Use Only**

ANSWER: Yes CANDO: Yes Date: 4-7-03

El Monte Union High School District (EMUHSD), Billed Entity Number 143586, requests review of the following Universal Service Administrative Company (USAC) decisions:

- January 20, 2011 Administrator's Decision on Appeal- Funding Year 2005-2006
  - Form 471 Application Number: 478151
  - Funding Request Number(s):1320823, 1320918, 1321040, 1321049
  - October 15, 2010 Notification of Commitment Adjustment Letter (FRN 1320823)
  - October 15, 2010 Notification of Commitment Adjustment Letter (FRN 1320918)
  - October 15, 2010 Notification of Commitment Adjustment Letter (FRNs 1321040, 1321049)

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Tools



<b>Select Report</b>	Profile of School	<b>County</b>	Los Angeles
<b>Year</b>	2004-05	<b>District</b>	El Monte Union High
		<b>School</b>	Arroyo High

[General Information](#)

**Students**

[Staffing](#)

### School Profile • FISCAL YEAR: 2004-05

#### Arroyo High School

[4921 North Cedar Ave.](#)

El Monte, CA 91732-1099

Phone (626) 444-9201

CDS: 19 - 64519 - 1930320

[District Web Site](#)

[Questions about the data?](#)

#### This page includes:

- [Students by Ethnicity](#)
- [English Learners](#)
- [Special Programs](#)
- [Languages of English Learner Students](#)

#### Related links:

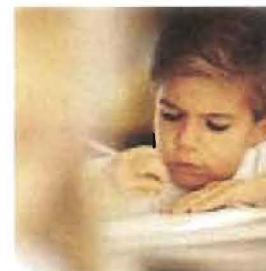
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A continuing trend is the increase in the percentage of students with special needs and English learners.



### Students by Ethnicity Arroyo High School, 2004-05

	School		District
	Enrollment	Percent of Total	Percent of Total
American Indian	2	0.1%	0.1%
Asian	498	21.3%	17.4%
Pacific Islander	6	0.3%	0.2%
Filipino	39	1.7%	0.9%
Hispanic	1,623	69.3%	77.1%
African American	16	0.7%	0.5%
White	159	6.8%	3.7%
Multiple/No Response	0	0.0%	0.0%
<b>Total</b>	<b>2,343</b>	<b>100%</b>	<b>100%</b>

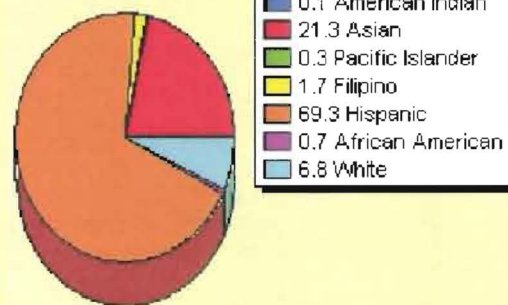
**Note:** Arroyo High's [Ethnic Diversity Index](#) is 33.

ALSO SEE ► [Students by Ethnicity definitions](#)

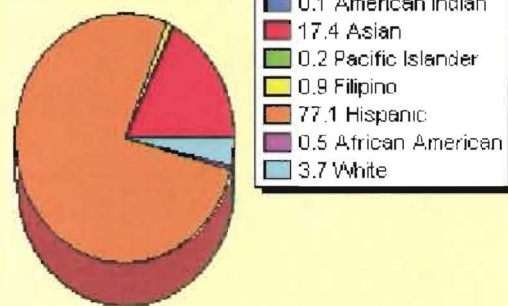
ALSO SEE ► [Pop-trends](#) 

**Source:** California Department of Education, Educational Demographics Office (CBEDS, sifade04 7/26/05)

**School Enrollment**



**District Enrollment**



[BACK TO TOP](#)

## Special Programs Arroyo High School, 2004-05

	School		District
	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	467	19.9%	29.2%
Free/Reduced Price Meals <sup>1</sup>	1,267	54.1%	66.0%
Compensatory Education	2,299	98.1%	60.9%
Title I	Yes, Schoolwide Plan	N/A	N/A

<sup>1</sup> [Explanation](#) of enrollment calculation for Free/Reduced Price Meals.

**Note:** CalWORKs data is unavailable as of 2004-05.

**Note:** To protect privacy, data is not reported for schools with 5 or fewer students.

**ALSO SEE** [Special Programs definitions](#)

**ALSO SEE** [Pop-trends](#) 

**Source:** Educational Demographics Office, Language Census (elsch05 8/29/05); School Fiscal Services Division (afdc2004 11/2/05); School Improvement Division (T1swp 12/5/05); School & District Accountability Division (T1y0405 11/2/05)

Numerous special programs serve students who meet certain criteria. Assistance is provided in different ways, such as a home meal during the school day or extra instructional time. Participation may vary from year to year depending on student enrollment. Special Education is another specialized program that serves the unique needs of students with disabilities. For more information about Special Education, visit [DataQuest](#) and the [CDE Special Education Division](#).

